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ABSTRACT

The report presents an overview of the status of educational programs and services provided by the various agencies serving neglected and delinquent children in New York State. An initial section covers definitions of the terms "delinquent" and "neglected", referral sources, the role of the court, placement alternatives, and incidence. The following section focuses on the education of neglected and delinquent children. Considered are the role of the New York State Education Department and the role of the Office for Education of Children with Handicapping Conditions. It is pointed out that the children's educational needs are met through supplemental educational programs, individualized educational plans, and alternative programs and services (such as vocational and occupational programs, life skills programs and community-youth development programs). Placement is explained to involve the school, the responsible agency, and juvenile justice personnel. Also discussed are provisions for the neglected or delinquent child thought to be handicapped. Appended is a list of state administrative agencies serving neglected and delinquent children and a matrix of prevention and treatment programs. (SB)

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SERVING NEGLECTED AND DELINQUENT CHILDREN IN NEW YORK STATE

The University of The State of New York
THE STATE EDUCATION DEPARTMENT
Office for Education of Children with Handicapping Conditions
Albany, New York 12234
June 1981

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INTRODUCTION

There are approximately fourteen thousand identified neglected and delinquent school-aged children residing in New York State. These children currently reside in a variety of living situations, such as institutional facilities, group homes, or foster care and family care, following placement by the judicial system. Consequently, these children are receiving educational programming through local public school districts, or agencies such as the Department of Social Services, the Division for Youth, the Department of Correctional Services or other agencies responsible for the care and custody of these children in a variety of settings.

The New York State Education Department is responsible for overseeing the provision of educational services to all children residing in the State, including neglected and delinquent children, regardless of where they are placed for purposes of family care or custody. Services supported by the State Education Department and provided by local school districts or in schools operated by various child care agencies and institutions include traditional school instruction, remedial programs and services for the educationally disadvantaged and special educational programs and services for the handicapped.

The purpose of this document is to present an overview of the status of educational programs and services provided by the various agencies serving neglected and delinquent children in New York State. Special attention is given to the provision of appropriate educational programs and services to meet the educational needs of these children. Information contained in the document has been developed to address the interests and concerns of school administrators, Family Court judges, agency personnel, and others involved in the education and care of children who are neglected or delinquent.

THE IDENTIFICATION AND CARE OF NEGLECTED AND DELINQUENT CHILDREN IN NEW YORK STATE

Definitions

Section 1012(f) of the Family Court Act defines a neglected child as a person who is less than 18 years of age and whose physical, mental or emotional condition has been impaired or is in imminent danger of becoming impaired as a result of the failure of his parent or other person legally responsible for his care to exercise a minimum degree of care. This failure to provide care may be demonstrated in several ways:

(1) by failure to supply the child with adequate food, clothing, shelter or education, medical, dental, optometrical or surgical care, though financially able to do so or when offered financial or other reasonable means to do so;

(2) by failure to provide the child with proper supervision or guardianship;

(3) by unreasonably inflicting or allowing the infliction of harm, or a substantial risk thereof, including the infliction of excessive corporal punishment;

(4) by allowing the use of drugs;

(5) by allowing the use of alcoholic beverages to the extent that he loses self-control of his actions;

(6) by any other acts of a similarly serious nature requiring the aid of the court;

(7) by abandonment of a child by his parents.

A delinquent child is defined in section 712(a) of the Family Court Act as a person over seven and less than sixteen years of age who does an act that would constitute a crime if done by an adult. Such definition also specifically includes juveniles who are defendants in actions ordered removed from a criminal court to a Family Court pursuant to Article 125 of the Criminal Procedure Law.

While the terms neglected and delinquent are viewed as being mutually exclusive, it is important to consider the relationship between the two classifications. In many instances children who are neglected subsequently commit acts which eventually cause them to be adjudicated as delinquent. Likewise, children found to be delinquent are often subjected to parental neglect or abuse. In any case, the identification of a child as neglected or delinquent rests upon formal action resulting from a referral of a child to the State Court system.

Referral Sources

The identification of neglected or delinquent children is a formal judicial procedure preceded by several events, beginning with the referral of such children to the appropriate child care or law enforcement agency.

A referral of a child thought to be neglected may come from parents, school personnel, law enforcement personnel, social service personnel, medical personnel and local citizens. In the case of neglect it should be noted that Section 413 of the Social Service Law of New York State lists those individuals who must report suspected cases of neglect.

According to Section 733 of the Family Court Act, a proceeding for adjudication of a child as delinquent may be originated by:

- a peace officer,
- the parent or other person legally responsible for his care,
- any person who has suffered injury as a result of the alleged activity of a person alleged to be a juvenile delinquent or in need of supervision, or a witness to such activity, or
- the recognized agents of any duly authorized agency, association, society or institution.

Jurisdiction - The Role of the Court

The State Court system is responsible for the resolution of family disputes, civil claims, criminal and juvenile delinquency charges, and disputes among citizens and governmental units. It is through this system that the actual identification and placement of neglected or delinquent children occurs. The judiciary serves a vital function in ensuring the legal rights of children, primarily through the Family Court. An individual or agency initiating a petition alleging neglect or delinquency may engage the services of the court system. The Court may seek recommendations from appropriate agencies during the review of the petition, but then proceeds to make a determination regarding the petition.

Placement of Neglected and Delinquent Children

Historically, there has been a continuum of alternative placements which the judicial system considers for identified neglected or delinquent children. The components of this continuum are:

- Home
- Foster Care
- Family or Group Home
- Residential Placement, including hospitalization

Children who come before the Family Court and are adjudicated as neglected or delinquent may be placed in their own home or in the custody of a suitable relative or another suitable private person. This action may be taken in accordance with Section 753 of the Family Court Act.

The Foster Care program administered by the Department of Social Services provides residential care for neglected, abandoned, and abused children. Children may be placed by the local social services commissioner in community-based or family care programs operated by voluntary agencies, or in locally operated group and foster homes. Services may also be provided in institutional programs to provide a structured setting for children who are in need of more intensive psychological services and/or specialized educational services.

Also, through the Division of Substance Abuse Services, community-based treatment and day care centers and residential treatment centers are available for youth with drug and drug-related problems.

Institutional programs to rehabilitate juvenile delinquents are provided through the Division for Youth in secure, limited secure, nonsecure facilities, or voluntary child caring agencies. Community-based secure, nonsecure detention services, and placements in voluntary agencies under the jurisdiction of the Division for Youth provide less structured residential settings for adolescents. The Department of Correctional Services provides institutional placements for adolescents aged 16 through 21 in its correctional facilities, youth facilities and camps.

It should be noted that the above is only a brief overview of the placement alternatives that are commonly considered for neglected or delinquent children. Appendix B to this document provides a more specific listing of the various agencies involved in prevention and treatment programs for these children.

Incidence of the Neglected and Delinquent Population in New York State

As indicated earlier, there are approximately fourteen thousand adjudicated neglected and delinquent children of school age in New York State. The following data reported in a State Education Department survey is presented to illustrate more realistically the size and scope of the problem.

- 9,637 children ages 5-17 were residing in institutions serving neglected and delinquent youth in the fall of 1979.
- 2,486 children ages 16-20 were served by the Department of Correctional Services at the close of 1980.
- 7,388 children (duplicated count) ages 16-20 were admitted into county jails during 1979.
- 1,472 youth 21 and younger on active parole as of December 31. 1980.

THE EDUCATION OF NEGLECTED AND DELINQUENT CHILDREN

Role of the New York State Education Department

New York State Law provides that every child has the right to a free public education until the school year of his 21st birthday or until he has received a high school diploma. During recent years, New York State has taken the initiative to ensure that this right becomes a reality for all children residing in the State regardless of where they live or their current learning capabilities. A major step has been the passage of specific legislation which gives the State authority to ensure comparable services for children residing in institutions, residential schools and other child care agencies. Chapter 757 of the Laws of 1977, implemented under Part 116 of the Commissioner's Regulations, designated the State Education Department as the agency responsible for monitoring all elementary and secondary programs in facilities supervised and operated by other State agencies. Chapter 563 of the Laws of 1980, commonly known as the Institutional School Act, granted further authority to the State Education Department to establish standards for educational services or programs provided by any State or local educational agency.

Through recently completed site visits by representatives of the Department to various facilities and agencies serving neglected and delinquent children, the following educational problems have been identified:

- Inadequate vocational and occupational training. Since a goal for these children is to prepare them for a reentry into society, it is critical that they receive training in vocational/occupational skills. Currently, the range of appropriate training experience in these areas appears restricted and the basic vocational/occupational skills of students are limited.

- Inadequate access to local school district programs and services. In many cases local school district programs have the capability and responsibility to serve institutionalized youth. However, because of a lack of awareness regarding state policies in this area on the part of both local schools and institutional personnel, youth are frequently not receiving the full benefit of such opportunities.

- Insufficient recidivism and delinquency prevention programs. Youth are often incarcerated with little or no rehabilitation intervention to assist in setting and developing career and life goals.

As a result of the problems identified above, many neglected and delinquent children are faced with educational deprivation in addition to their adjudicated status. Accordingly, the following needs have been identified:

- There is a need to provide appropriate remedial, supportive or special education programs and services for those neglected and delinquent children who are educationally deprived.

- There is a need to develop more challenging educational environments for neglected and delinquent children with an emphasis on practical vocational and occupational education.

- Innovative approaches and programs which have proven successful should be shared with others involved in providing educational services to these children.

- There is a need to provide personnel charged with the education of neglected and delinquent children with appropriate training opportunities to expand upon their current skills.

Role of the Office for Education of Children with Handicapping Conditions

The State Education Department has taken the initiative to address the various needs of neglected and delinquent children through more direct involvement in this important area of education by the Office for Education of Children with Handicapping Conditions (OECHC). Because there are often unfounded presumptions about the learning capabilities and needs of neglected and delinquent children in general, and the recognized high risk of educational deprivation among this group of children, OECHC has been assigned the responsibility for overseeing and providing statewide leadership for the education of these children. Therefore, in addition to its responsibilities for the education of handicapped children, OECHC is conducting activities related to the education of neglected and delinquent children with an emphasis on three critical areas:

1. The identification of the educational needs of neglected and delinquent children.

2. The provision of supplemental educational programs and services for neglected or delinquent children.

3. The provision of a continuum of least restrictive educational environments which are in keeping with the educational needs of the individual child and the adjudicated placement of the child for other than educational reasons.

Specific responsibility for the coordination of these activities has been given to the Bureau of State-Operated and State-Supported Schools which is continuing to work closely with local school districts, Boards of Cooperative Educational Services (BOCES) and other state and local agencies serving neglected and delinquent children.

MEETING THE EDUCATIONAL NEEDS OF NEGLECTED AND DELINQUENT CHILDREN

Neglected and delinquent children, when viewed collectively, represent the full range of educational needs held by all children in the State. This range includes gifted children, children of typically average capabilities and learning rates, educationally deprived children and children with educational handicapping conditions. The Office for Education of Children with Handicapping Conditions is concerned with the provision of appropriate educational services for these children regardless of their learning potential. The needs of educationally deprived and handicapped children are given particular attention here because of the availability of certain supplemental educational programs receiving federal financial assistance.

Educationally deprived pupils are those who are achieving one or more years behind the achievement expected at the appropriate grade level for such children, including pupils who are handicapped, and who have need for remedial or special educational assistance so that their level of educational attainment may be raised to that appropriate for pupils of their age.

The Regents of the State of New York have mandated that all children who do not achieve the State Reference Point on State mandated tests receive remedial instruction. This remedial instruction is to be provided with local funds and State aid, and supplemented, for eligible pupils, with Federal aid.

A handicapped pupil is one who has been found by a Committee on the Handicapped to be unable to satisfactorily achieve the learning objectives which have been established for all children enrolled in the public schools in New York State without the provision of special education programs and services. Such children are educationally handicapped if their failure to achieve is primarily the result of (a) a visual, hearing or motor handicap, (b) mental retardation, (c) emotional disturbance, (d) autism or (e) a learning disability.

Supplemental Educational Programs for Neglected and Delinquent Children

(ESEA Title I assistance program) Because of the high risk of educational deprivation associated with neglected or delinquent children, the provision of supplemental educational programs and services is a matter of national interest and concern. In 1978, congress enacted Public Law 95-561 which amended Title I (P.L. 89-750) of the Elementary and Secondary Education Act of 1965. The amendment established local school district eligibility for Title I funding, based upon the number of children placed in institutions for neglected or delinquent children located within the district. For purposes of determining Title I eligibility, an Institution for Neglected Children is defined as a public or private residential facility (other than a foster home) which is operated primarily for the care of at least ten children who have been committed to the institution, or voluntarily placed in the institution pursuant to applicable state law, because of the abandonment of or neglect by, or death of, parents or persons acting in the place of parents; an Institution for Delinquent Children is defined as a public or private residential facility which is operated primarily for the care of children who have been adjudicated to be delinquent or in need of supervision. The term also includes an adult correctional institution in which children reside.

The level of funding for which a school district is eligible is determined by a count of children who are five to 17 years of age and who have resided in such an institution for 30 or more consecutive days. In New York State, a school district may not count children placed in institutions operated by the Division for Youth, Department of Corrections or Division of Substance Abuse Services for purposes of determining level of funding eligibility; these three agencies are eligible to receive such Title I allocations directly from the State Education Department based upon the number of children placed in institutions operated by these agencies.

Whether Title I funds for neglected or delinquent children are allocated to local school districts or to the Division for Youth, Department of Corrections or Division of Substance Abuse Services, the purpose of the allocation is to enable the eligible agencies to provide supplemental educational programs and services to institutionalized neglected or delinquent children who are educationally deprived.

State Education Department Responsibilities for Funding Title I Programs

In accordance with Federal regulations implementing Public Law 95-561, the New York State Education Department is the agency responsible for controlling the allocation of these Federal Title I funds for neglected or delinquent children placed in institutional settings. This responsibility includes the approval of applications for funding, administering the allocation process and monitoring the program and fiscal aspects of each project funded.

The allocation and distribution of Title I Neglected and Delinquent program funds for which a district is eligible is administered by the State Education Department upon application by the district which includes the count of neglected or delinquent children on which the level of funding is based and a description of the supplemental programs and services which the funds are supporting. Such a description includes an assessment of the needs of the children found to be educationally deprived, an identification of the program objectives for participating children and a description of evaluation procedures to be used in determining the success of the programs to be funded. In regard to the child count, precautionary measures must be taken to ensure that neglected or delinquent children for whom a child care agency is receiving other Title I funds, such as those available under P.L. 89-313 (Title I - Handicapped), are not included in the count which determines eligibility for funds under Title I - Neglected and Delinquent (P.L. 95-561). Duplicative counting for funding eligibility under the general ESEA - Title I program is not permitted by regulation.

Applications submitted by a local school district or other State agency operating school programs are reviewed and approved based on evidence that Title I funds are based on nonduplicative counting and will be used to supplement the current level of service being provided to neglected and delinquent children. Also, the proposed programs and services must be appropriate for the children being served and the objectives for which the proposed project is designed must be closely aligned with the educational needs of children who are to benefit from the programs.

Local School District Responsibilities for the Administration of Title I Programs

Each local school district receiving a Title I allocation for the purpose of funding programs for neglected or delinquent children in institutions located within the district is responsible for providing each such institution with the planned programs and services. The level of services provided each institution must be equivalent in cost to the amount of funds which the institution's enrollment generated as a result of their child count. Depending on each situation, programs and services may be provided by public school personnel at the institutional facilities or the children who are to receive the services may be transported to the site where the services are provided. In either case, the children served must be enrolled in the regular or special educational programs of the agency which operates the institution.

Individualized Educational Plans

Another condition governing the use of Title I funds to provide supplemental programs and services to neglected or delinquent children is that, whenever feasible, an individualized educational plan be developed for each child participating in the program. The New York State Education Department encourages the

practice that individualized educational plans for each neglected and delinquent child be developed jointly by the local education agency providing the Title I funded programs, the child's teacher in the institutional program, the parent or guardian of the child and, whenever appropriate, the child for whom the plan is being developed. Care should be taken not to confuse these individualized education plans with the Individualized Education Programs required for children with handicapping conditions. However, the required IEP for such handicapped children satisfies the condition of individualized program plans for children who are benefiting from Title I - Neglected and Delinquent funded programs.

Alternative Programs and Services for Neglected and Delinquent Children

There are a number of alternative educationally based programs which may be provided by local school districts for children in child care agency operated schools for the neglected and delinquent. Listed below are several examples of such supplemental programs which may warrant consideration for purposes of Title I or other supplemental program funding.

- Alternative Programs which provide specially designed experiences to youngsters who have had or are at risk of having difficulty in dealing with established institutions.
- Vocational and Occupational Programs providing youth experience and training toward realistic employment opportunities.
- Life-Skill Programs to educate around specific life-skills development.
- Consultation, Education, and Training Programs that provide comprehensive, community-based mental health services.
- Community-Youth Development Programs which treat children and families in a community-neighborhood context.
- Crisis Intervention Programs which intervene as close to crisis as possible in order to prevent total family breakdown.
- Family Life Education Programs that aim at the prevention of future destructive behavior.
- Multi-Service Programs which entail elements of all of the above models, representing a holistic family approach to treatment.

THE PLACEMENT OF NEGLECTED AND DELINQUENT CHILDREN IN APPROPRIATE EDUCATIONAL SETTINGS

Due to the multidimensional nature of program and placement decisions which affect neglected and delinquent children, communication between the school and responsible agency and juvenile justice personnel is essential. Family Court judges and other duly authorized representatives of agencies responsible for determining placement of neglected and delinquent children into care should work closely with local school districts to ascertain relevant educational data to be considered when placement decisions are being considered for these children.

Educational programs and services for a neglected or delinquent child should be afforded in an educational setting which is appropriate to the child's unique educational needs, allows for maximum interaction with regular class peers, and is as close as possible to the child's residence. It is critical that these factors are considered when placing a neglected and delinquent child for educational purposes, even though the final placement of a neglected or delinquent child may be made in response to a level of security imposed by the courts. Placements made on the basis of need for a level of security should not preclude consideration of the availability of educational programs and services which are appropriate for the child being placed and which are consistent with New York State Education Law.

Before a neglected or delinquent child is placed in care and is receiving educational services, it is important that local, State, and Federal programs for which they are eligible are readily accessible. It is equally important that educational services provided in institutions for neglected and delinquent children are comparable in quality and scope to those provided in the public sector. Moreover, the available educational programs and services for these children should address the educational needs of the individual child and, to the maximum extent appropriate, provide for such an education in a least restrictive educational environment.

MEETING THE EDUCATIONAL NEEDS OF NEGLECTED OR DELINQUENT CHILDREN THOUGHT TO BE HANDICAPPED

Local school districts and child-care institutions (as defined in Section 4001 of the Education Law) are required by State Education Law to appoint and maintain a Committee on the Handicapped. The composition and function of these committees are prescribed in Article 89 and the Commissioner's Regulations for local school districts and in Section 4002 of the Education Law for child-care institutions. The overall purpose of such a Committee is to evaluate the educational needs of pupils suspected of having a handicapping condition and to recommend appropriate special educational programs and services in the least restrictive environment to meet these needs.

The Committee on the Handicapped of a child-care institution, including those in special act school districts (see Appendix B - Department of Social Services for a description of these schools), must follow the procedures required for all Committees on the Handicapped pursuant to Section 4402 of Education Law. This includes the involvement of parents or guardians of the child and the local Board of Education of the child's school district of residence, in any subsequent evaluations and recommendations regarding the child's special educational program or services.

A pupil who is suspected of having a handicapping condition may be referred to a Committee on the Handicapped by the following persons:

- a pupil's parent or person in parental relationship
- a professional staff member of the school district in which the pupil resides or the public or private school the pupil legally attends
- a licensed physician
- a judicial officer

- the commissioner or designee of a public agency with responsibility for welfare, health or education of children

- a child who is 18 years old, or an emancipated minor, and who is eligible to attend the public schools of the district may initiate a referral on his/her own behalf

Additionally, Chapter 563 of the Laws of 1980, (The Institutional Schools Act) requires that when the Family Court, or social service district, is placing a child who is suspected of being handicapped, the local school district in which the child resides shall be requested to have its Committee on the Handicapped evaluate the child and make written recommendations to the requesting agency for appropriate educational services. These recommendations must be made within thirty days of the date of request. This information is for the purpose of determining whether a child is educationally deprived or handicapped and the most appropriate placement for the child based upon educational need.

When neglected or delinquent children who are thought to be handicapped are referred to a Committee on the Handicapped of a local school district, a child-care institution or a special act school, the Committee on the Handicapped must evaluate these children and recommend appropriate programs and services to meet their special educational needs and the following alternative program placements are to be considered by the Committee in making these recommendations:

(a) The program of the public schools where the child-care institution is located or a neighboring public school program.

(b) The program of the Board of Cooperative Educational Services (BOCES) serving the area in which the institution is located. BOCES are authorized to provide such services on the same basis as they are provided to children residing in component districts served by the BOCES agency.

(c) The program of the special act school district in which the children may be placed.

(d) An approved private school operated by the institution, or a private nonresidential school approved by the State Education Department.

(e) Appointment by the Commissioner to a state-operated or state-supported school in accordance with Article eighty-five, eighty-seven, or eighty-eight of the Education Law.

(f) Contracts with State University at Binghamton for nonresidential special services or programs at the children's unit for treatment and evaluation which have been approved by the Commissioner.

Appropriate related services such as speech pathology, audiology, physical therapy and other support services, and access to recreational programs as defined in the Commissioner's Regulations and approved by the director of the budget, must also be recommended for these children according to their individual educational needs.

Upon the placement of a handicapped pupil by a public agency in either a child-care institution's on-campus school or a special act school, the respective Committee on the Handicapped of the receiving school must carry through with the following action:

- within 45 calendar days consider and review the evaluation that was conducted by the Committee on the Handicapped of the pupil's district of residence.

- prepare Phase I of the Individualized Education Program (IEP) taking into account the information from the Committee on the Handicapped forwarded by the pupil's district of residence.

- inform the facility director and parent(s) of the recommendations and provide the parent(s) with an opportunity to address the Committee on the Handicapped regarding the recommendations.

- with approval of the facility director and parent(s), place the pupil in the recommended educational setting and forwarded information to the special education staff for completion of Phase II of the IEP.

- conduct on at least an annual basis a review of the pupil's Individualized Education Program.

SUMMARY

Addressing the educational needs of neglected and delinquent children represents a major challenge to the local school districts and state agencies serving these children. Frequently, they have complex social and emotional problems resulting from previous traumatic experiences at home and in the community. School-related difficulties are many times compounded by educational deprivation and educational handicaps which affect the learning capabilities of these children. Moreover, neglected and delinquent children usually have had contacts with a variety of judicial, social, and educational institutions attempting to intervene on their behalf. In many instances, however, because of a lack of coordination among these institutions and the failure to provide continuity in services, these children have been transferred from one facility or agency to another, been institutionalized or been incarcerated. Furthermore, educational programs and services have predominately been academic in nature and have lacked an emphasis on prevention of recidivism of neglect and delinquency.

The State Education Department is committed to ensuring the provision of appropriate educational services to these children by increasing the level of necessary service to them. To achieve this goal, services made available through local, State, and Federal agencies will be carefully monitored and coordinated to maximize the benefits to neglected and delinquent children. (A listing of various State agencies providing services to these children is contained in Appendix B)

As an indication of the commitment of the Office for Education of Children with Handicapping Conditions to this important area of programming, several activities aimed at improving services for neglected and delinquent children will be undertaken. Among these activities will be the following:

- streamline educational agency application procedures for federally funded projects designed to serve neglected and delinquent children.
- facilitate the approval of related programs and projects to improve data collection capabilities.
- monitor the provision of education programs and services for neglected and delinquent children.
- provide training to educational personnel serving these children.
- develop and disseminate pertinent information through periodic publications for statewide distribution.

Future State efforts will expand upon current initiatives to strengthen the delivery of appropriate educational services to neglected and delinquent children. Priorities to be emphasized by the State in programming for this population of youth will include the areas of:

- productivity - enhancing the employability of neglected and delinquent children through practical training in vocational and occupational education.

- delinquency and recidivism prevention - developing community services in the areas of family counseling, sex education, drug education, nutrition, parenting and legal advisement/counseling, in order to reduce the rate at which youth become involved with the judicial system.

- intervention - assisting youth in the transition from institutions to local school districts and the community through development of liaison activities offering advocacy and counseling to children and their families.

The realization by neglected and delinquent children of the educational goals established by the Board of Regents and the State Education Department for all children will be directly related to the continued cooperation and dedication of those individuals responsible for the education and care of these children. Every effort will be made by the State Education Department to support the activities of local and state agencies educating neglected and delinquent youth.

APPENDIX A

STATE ADMINISTRATIVE AGENCIES SERVING NEGLECTED AND DELINQUENT CHILDREN

1. New York State Education Department
   Office for the Education of Children with Handicapping Conditions
   Education Building
   Albany, NY 12234

2. New York State Education Department
   Bureau of State-Operated and State-Supported Schools
   Education Building
   Albany, NY 12234

3. New York State Division for Youth
   84 Holland Avenue
   Albany, NY 12234

4. New York State Department of Social Services
   40 North Pearl Street
   Albany, NY 12234

5. New York State Division of Substance Abuse Services
   Executive Office
   Stuyvesant Plaza
   Executive Park
   Albany, NY 12203

6. New York State Division of Alcoholism and Alcohol Abuse
   44 Holland Avenue
   Albany, NY 12229

7. New York State Department of Correctional Services
   Office of the Commissioner
   Campus Correctional Services Building
   Albany, NY 12226

8. New York State Division of Parole
   1450 Western Avenue
   Albany, NY 12203

9. New York State Division of Probation
   Empire State Plaza
   Tower Building
   Albany, NY 12223

MATRIX OF SERVICES FOR NEGLECTED AND DELINQUENT CHILDREN

	PREVENTION	CARE	EDUCATIONAL PROGRAMS	VOCATIONAL PROGRAMS	RELATED SERVICES (COUNSELING, SPEECH, ETC.)	EMPLOYMENT OPPORTUNITIES	TREATMENT PROGRAMS	
Division of Alcoholism and Alcohol Abuse	X		X				X	
Board of Cooperative Educational Services			X	X	X			
Department of Correctional Services		X	X	X				
Commission of Corrections		X	X	X				
Department of Environmental Conservation						X		
Department of Health	X				X			
Office of Parks and Recreation						X		
Division of Parole					X		X	
Division of Probation				X	X		X	
Department of Social Services	X	X						
Division of Substance Abuse Services	X	X						
Division for Youth	X	X	X	X	X	X		

PREVENTION AND TREATMENT PROGRAMS

There are several State agencies involved in the prevention and treatment of neglect and delinquency affecting children and youth through a variety of educational, vocational, counseling and health services. The following lists some of these agencies, briefly describes their programs, and indicates the approximate size of populations which they serve for the most recent year in which data is available:

Division of Alcoholism and Alcohol Abuse

Rehabilitative and prevention alcoholism programs are coordinated through this Division. During 1978, these programs served more than 11,000 youth.

Boards of Cooperative Educational Services

Services are provided by this organization to local school districts on a contract basis and include itinerant teaching services, special educational programs, related services (speech, physical therapy, etc.), vocational educational services and other specific school-related services, as determined by the needs of the respective component school districts.

Department of Correctional Services

This Department is responsible for the care and rehabilitation of criminal offenders in varying degrees of restrictively secure environments ranging from maximally secure correctional facilities to youth facilities, camps, and community-based facilities. At the close of 1980, data reported indicated that 2,486 youth 16-20 years of age were under the custody of the Department.

Commission of Corrections

The Commission oversees the operation of county jails and works closely with county sheriffs who have direct administrative control of those facilities. In 1979, 7,388 youth ages 16-20 were placed in county jails.

Department of Environmental Conservation

Conservation work is provided through this Department to youth across the State. Approximately 14,000 youth ages 15-18 were engaged in conservation work during 1978-79. In addition, this Department and the Department of Correctional Services cooperate in rehabilitating young offenders through environmental conservation camps. In 1978, 350 youth 16-19 years of age participated in these camps.

Department of Health

Counseling and medical care are provided to teenaged pregnant women through this Department's prenatal program. The prenatal program in New York City provided such services to approximately 4,000 teenaged pregnant women under 21 in 1979. In addition, through eight Children and Youth Centers in New York City, medical and family counseling were provided to approximately 80,000 children and youth under 21 who resided in areas with high mortality rates in 1979.

Family Courts

These judicial courts have primary responsibility for legal proceedings involving children and their families. During 1978 approximately 26,800 petitions alleging juvenile delinquency were filed, as well as, 12,500 petitions related to proceedings to determine if a child was a "person in need of supervision" (PINS).

Office of Parks and Recreation

This office offers work in landscaping, and building rehabilitation through its Young Adult Conservation Corps (YACC) coordinated at two residential and seven nonresidential YACC camp programs. Three hundred (300) youth under 23 years of age participated in the nonresidential YACC camps in 1978.

Division of Parole

Transitional services, to assist youth in reentry to society are provided to youthful offenders released from Division for Youth and Correctional Facilities through this Division. A total of 1,472 youth under the age of 21 were actively served by this Division.

Division of Probation

This Division is responsible for the intake and data collection regarding an individual coming before the Family Courts. The supervision of individuals placed on probation by the Courts is also the responsibility of this Division. In 1977, 16,562 youth under 21 years of age were monitored through probation supervision.

Department of Social Services

A variety of supportive programs to needy children and their families are provided by this Department.

In 1978-79:

- Approximately 13,000 children were in institutional foster care placements.
- Approximately 100,000 children received publicly supported Day Care Services.
- Approximately 8,000 children and their families received preventative services to avoid inappropriate foster care placements.
- SPECIAL ACT SCHOOLS are tuition-free school districts established by a special act of the State Legislature. The schools are privately administered; however, they are supported with State funds. Children attending special act schools reside at these facilities, therefore, the residential programs are supervised by the Department of Social Services. The Superintendent of the special act school reports periodically to the District Superintendent of the supervisory district in which the school is located regarding the school's educational program.

Division of Substance Abuse Services

Drug and related problems are managed by this Division through a network of community-based and other types of treatment centers.

In 1978-79:

- Approximately 1,234 youth under 22 were served in residential long-term and other types of care and treatment centers.
- Approximately 17 youth under 22 were served in short-term residential detoxification programs.
- Approximately 280 youth were served in outpatient methodone programs.
- Approximately 1,600 youth participated in Day Care treatment centers.
- Approximately 5,600 youth received outpatient guidance in outpatient drug free programs.

Division for Youth

Included within the services offered through this Division are delinquency prevention programs, secure and nonsecure residential care and rehabilitation of adjudicated youth, and other less restrictive care and treatment programs. Educational services include regular classroom instruction, remedial programs, special education programs and services for handicapped pupils, and vocational education.

In 1978-79 the following types of care were provided by the Division:

- 1,000 youth were in institutionally limited secure centers.
- 890 youth were in institutional nonsecure centers.
- Approximately 9,900 youth were in short-term nonsecure residential detention facilities.
- Approximately 3,600 youth were in short-term nonsecure residential detention facilities.
- Approximately 3,500 adjudicated youth in residential care were involved with voluntary child care.
- Approximately 920 youth were in the Division's foster homes - supervised living programs.

State Education Department

As designated by the Board of Regents, the State Education Department has the responsibility for ensuring a free appropriate public education for all children and youth residing in institutions for the neglected and delinquent including correctional institutions. In addition, the State Education Department is the agency which supports diverse curricular and extracurricular programs which by their nature foster the development of desirable social attitudes and nondelinquent behaviors.